

Identifying & Managing EMOTIONS

Teach strategies for handling emotions with engaging activities that also boost vocabulary and comprehension skills.

Objective

Students will make inferences to identify emotions and determine key details in an informational text about managing emotions.

Standards

CASEL, Grs. 4–5

- Self-awareness
- Self-management

CCSS ELA, Grs. 4–5

- L.4.6 and L.5.6: vocabulary acquisition and use
- RI.4.2 and RI.5.2: identify key ideas in informational text

Time

45 minutes

Materials

- Pre-quiz printable or digital quiz at bit.ly/2Bhu9UD
- Educator Resource sheet featuring images of children displaying emotions
- Manage Your Emotions activity sheet
- Chart paper or whiteboard

BEFORE YOU BEGIN Have your class take the pre-quiz in hard copy or at bit.ly/2Bhu9UD to learn how they view relationships. (Later, after completing the lessons, give the post-quiz to identify what they've learned and where they can grow.) We'll send a \$100 gift card to six participating teachers as a thank-you!

Official Rules: bit.ly/33FqRa2

1 Display a photo of a child showing a strong emotion. You may use the children shown on the Educator Resource sheet or choose your own. Have students discuss what the child might be feeling. Have them share their reasoning.

2 Ask: *Are there other clues that our bodies give us about our feelings?* Prompt students to think about facial expressions, posture, and internal sensations (like an upset stomach or a fast heartbeat). Point out the nonverbal clues in the picture.

3 Lead students in brainstorming words that describe emotions and sorting the words into categories.

- **To decrease the challenge,** use the following situations as prompts:
 - » Your best friend forgot about your birthday.
 - » You earned a high score on a test.
 - » Your sibling broke your favorite game.
- **To increase the challenge,** introduce new emotional vocabulary, such as *discouraged* instead of *sad*, or *frustrated* instead of *mad*.



4 Select several emotions from the list. Ask students to discuss this question with a partner: *What does this emotion look like and feel like?* Invite pairs to share with the class. Help students notice that certain responses could apply to multiple emotions (e.g., furrowed eyebrows, butterflies in your stomach, half smile, etc.).

5 Give students clues about an emotion a person is feeling. After each clue, have students write a guess about which emotion is being described. Have students share their reasoning.

• Example 1 (proud):

- » Marlena is at an awards ceremony.
- » She has a prickly feeling in her eyes.
- » She feels warm.
- » She has a smile on her face.

• Example 2 (nervous):

- » Daniel is about to perform in the school concert.
- » He is biting his lip.
- » His eyes are wide.
- » He feels butterflies in his stomach.

6 Distribute the Manage Your Emotions activity sheet. Have students read and complete the sheet, then review together.

Name _____

Manage Your EMOTIONS

Read the following passage and answer the questions.

Think about a time when you felt your heart beating faster and your face getting flushed (red and hot). These physical signs give you clues about your feelings. Once you know how you are feeling, you can use these helpful strategies to manage your emotions.



Breathe You know that breathing is necessary to stay alive, but did you know that it can have emotional benefits too? For example, negative emotions often cause your heart rate to increase. When you feel this way, take deep breaths in a steady rhythm—count to five slowly as you inhale (breathe in), then exhale (breathe out) for five counts. This will bring your heart rate down and reduce stress.



Talk—to Yourself! Self-talk can help calm you down. (Self-talk means the things that you say to yourself in your mind.) When you're stressed or upset, ask yourself questions like "Why are you feeling sad?" or give yourself encouraging tips like "You can handle this." You can even try talking in your mind in the third person, using words like *he*, *she*, or *they* instead of *I*: "She knows she's prepared for the test even though she feels nervous." Researchers have found that using third-person self-talk may help people think about their emotions more clearly.



Talk—to an Adult When you're having a strong feeling, discussing it with an adult can be a useful strategy. This person could be a family member, a teacher, a coach, or another person that you know well and trust.

It's normal to have a lot of different types of emotions in a day. Try the strategies above to make those emotions easier to handle.

YOUR TURN

- 1 » Underline the key idea of the passage.
- 2 » Circle two specific details about the benefits of breathing exercises.
- 3 » Double underline two specific ways to use self-talk.

Answer these questions on the back of this sheet.

- 4 » What effects can deep breathing have on the body?
- 5 » Think of a problem that upset you today or recently. (Or you can use this example: You tried out for a sports team or school

play and didn't get in.) Now imagine you are going to use the talking strategies to make yourself feel better.

a » What could you say to yourself?

b » What could you say to an adult? Plus, decide who you would talk to.

Consent & Boundaries in FRIENDSHIPS

Help students build strategies for setting and respecting boundaries through interactive role play.

Objective

Students will analyze ways to respond to situations involving consent and boundaries.

Standards

CASEL, Grs. 4–5

- Relationship skills
- Social awareness

CCSS ELA Grs. 4–5

- L.4.6 and L.5.6: vocabulary acquisition and use
- RI.4.1 and RI.5.1: making inferences using textual details

Time

45 minutes

Materials

- Chart paper and markers
- Consider Consent activity sheet

1 Ask: *What is a boundary?* Share examples like a state boundary or the boundary of a soccer field. Explain that, in a friendship, a boundary is a distinction between what's OK and what's not OK, so that both people are comfortable. Have students brainstorm examples (e.g., it's not OK to hit a friend, even if you're joking; it is OK to borrow a friend's game as long as you ask first, etc.).

2 Ask: *What is consent?* Explain that consent means to agree or give permission. Prompt for examples (e.g., getting a permission slip from a parent to go on a field trip). Then ask: *What is consent in a friendship?* Examples: Your friend asks to hug you and you say yes; you ask to borrow a friend's sweatshirt and they give you permission. Explain that consent can change: Even if a friend gave permission at one point, it doesn't mean that you *always* have consent. They can change their mind at any time.

3 Have students consider consent in this scenario: Lucy wants to pull Anaiza into the pool, and she *thinks* Anaiza will like it, but she doesn't know for sure. How can Lucy find out if it's OK? How can Anaiza answer clearly?

- Lucy can ask a question, and Anaiza can give a clear yes-or-no answer.
- Lucy should respect Anaiza's answer, no matter what it is.
- Anaiza should give a truthful answer, not the answer she thinks Lucy wants.
- If Anaiza seems too nervous to say no, Lucy should assume the answer is no.



4 Invite students to participate in a gallery walk where they'll rotate between stations. At each station, they'll list one of the following on chart paper:

- What it looks like when someone is uncomfortable
- What it looks like when someone is comfortable
- Ways to say you don't want to do something or you feel uncomfortable
- Ways to respond when someone says they don't want to do something
- Things to say in order to set a boundary

5 Review each chart as a class. Help students notice any themes or patterns in the list, and give strategies or sentence starters as needed. Note: You may notice gender stereotypes in the lists during your review. Explain that *stereotypes* are expectations about people based on some part of their identity. Ask students to think about where stereotypes come from and how stereotypes might hurt people.

6 Hand out the Consider Consent activity sheet. Invite pairs of students to role-play each scenario. Have the class notice phrases that people use in each situation to set boundaries or to respond to someone's discomfort. Note: As you review scenario C, make clear that even though it's important to respect what your friend wants in general, it's most important to keep them safe. If you are concerned they are in danger, the right thing to do is tell a trusted adult.

DOWNLOAD OUR RESOURCE SHEET to find more ideas for talking to students about consent at [scholastic.com/healthyfriendships](https://www.scholastic.com/healthyfriendships).

Name _____

Consider **CONSENT**

Setting and respecting boundaries is an important part of any friendship. Read each scenario and answer the questions on a separate sheet of paper.

Scenario A

You let your friend borrow your phone to play a game. When you're not looking, your friend sends messages to other people using your name.



1 Is your friend respecting your boundaries? Why or why not?

2 What could you do to communicate your feelings to your friend? Explain your reasoning.

Scenario B

One of your close friends is spending time with a new student in your class. You feel jealous and want to make a rule that your friend has to spend every recess with you.



3 Are you respecting your friend's boundaries? Why or why not?

4 What could you do to help manage your feelings? Explain your reasoning.



Scenario C

Your friend tells you that they are going to do something dangerous, and you feel worried. You decide to tell a trusted adult.

5 Are you respecting your friend's boundaries? Why or why not?

Managing Healthy FRIENDSHIPS

Examine healthy relationships via vocabulary exploration, problem-solving, and creative writing.

Objective

Students will demonstrate their understanding of managing emotions and healthy relationships through a creative display.

Standards

CASEL Grs. 4–5

- Relationship skills
- Social awareness

CCSS ELA Grs. 4–5

- L.4.6 and L.5.6: vocabulary acquisition and use
- RI.4.1 and RI.5.1: making inferences using textual details
- W.4.3 and W.5.3: writing a narrative for an audience
- SL.4.4 and SL.5.4: presenting knowledge and ideas

Time

45 minutes

Materials

- Spread the Word About Healthy Relationships activity sheet
- Art supplies (paper, markers, colored pencils)
- Post-quiz printable or digital quiz at bit.ly/2Bhu9UD

1 Ask: *How do you act and speak with a close friend?* Ask for volunteers to offer examples (e.g., listen to what they have to say, laugh together, do nice things for each other, etc.).

2 Explain that students will explore four words that describe parts of a healthy relationship (*independence, communication, respect, and equity*). Then use the following steps:

- » Write *independence* on the board.
- » Have students brainstorm what they know about it (e.g., songs about independence, Independence Day).
- » Define it in the context of a healthy friendship (e.g., both people have time to themselves).
- » Create a sketch or symbol to represent the word (e.g., two people each surrounded by a dotted line).

3 Repeat this routine with *communication* (both people share feelings and listen to each other), *respect* (both people treat each other the way they would want to be treated), and *equity* (no one person controls the relationship).

4 Describe a scenario in which a character must navigate a situation with a friend. Ask students to predict the outcome of different actions.



Example: Raymond is feeling left out. His best friend Anthony is going on a trip with a classmate, and Raymond wasn't invited.

- » What would happen if Raymond:
- a. stopped talking to Anthony?
 - b. told his friend Cynthia about how mean Anthony is?
 - c. told Anthony how he felt and asked to spend time together next weekend?

5 Explain that students will have a chance to share what they have learned about managing emotions, boundaries, or relationships. Hand out the Spread the Word About Healthy Relationships activity sheet and have students choose to create: a script for a skit (performance optional), a comic strip, or an illustration and caption.

6 When your class finishes their projects, host an Emotions Festival in your classroom during which students perform or display their work.

AFTER THE UNIT Have your class complete the post-quiz in hard copy or at bit.ly/2Bhu9UD to see how their knowledge of healthy relationships has changed. We'll send a \$100 gift card to six participating teachers as a thank-you!

Official Rules: bit.ly/33FqRa2

Name _____

Spread the Word About Healthy **RELATIONSHIPS**



Congratulations! You've learned great strategies for managing emotions, respecting boundaries, and having healthy friendships. Now it's time to help other people learn these skills too! **Answer the prompts to plan a scene for a skit, comic strip, or illustration.**

1. Brainstorm at least **three possible topics** for your project. Circle your favorite idea.

4. Describe the **conflict** or issue that the characters will face in your scene.

2. Describe **when and where** your scene will happen.

5. Brainstorm at least **three strategies** the characters can use to help manage the conflict. Then circle the strategies you will include in your scene.

3. Describe the **characters** in your scene. What does each character want?

6. On a separate sheet of paper, write the **dialogue or description for your scene**. Make sure your text demonstrates the characters' feelings and how they manage the situation.





RESOURCES

for Educators

The Let's Talk About Healthy Friendships materials from **Day One NY** and **Scholastic** give students tools to manage their emotions and treat friends with respect. Want to continue the conversation? These resources provide teachers, principals, and counselors with info about talking to kids about boundaries, gender, and sexuality.

HEALTHY RELATIONSHIPS

→ Order up to 200 free [Healthy Friendships guides](#) from Day One, designed for caregivers and teachers of young children.
GRADES K–5 bit.ly/HealthyRel1

→ Go to [Sex Positive Families](#) for age-by-age book lists and resources for children about consent, healthy relationships, and body autonomy. It also offers adult coaching sessions to help support these conversations.
GRADES K–12 bit.ly/HealthyRel2

SAFETY

→ Explore [Break the Cycle](#), which offers positive relationship and anti-violence programs for kids. **GRADES 9–12** bit.ly/HealthyRel03

→ Watch Day One's webinars on violence prevention and healthy relationships in kids: [Part 1](#), [Part 2](#).
GRADES K–5 bit.ly/HealthyRel04; bit.ly/HealthyRel05

→ Visit [Stop Sexual Assault in Schools](#) for resources and tool kits to help educators address sexual harm in their schools.
GRADES K–12 bit.ly/HealthyRel06

GENDER IDENTITY

→ Visit [Amaze.org](#) for educational animated videos about sexuality, gender identity, and healthy bodies. [Amaze jr.](#) is geared toward children ages 4–9.

GRADES K–8 bit.ly/HealthyRel7; bit.ly/HealthyRel8

→ Watch [Queer Kid Stuff](#), a video series for children that sparks honest discussions on sexuality and gender identity.
GRADES K–5 bit.ly/HealthyRel9

Visit scholastic.com/healthyfriendships for classroom activities.